DOCUMENT RESUME

ED 303 390 SO 019 622

AUTHOR Chaniot, Janet
TITLE Greening the Global Village: The Administrative Imperative To Educate Students for Global Awareness.
PUB DATE 88
NOTE 73p.; M.A. Field Project, University of San Francisco.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Cultural Education; Curriculum Enrichment; Elementary Secondary Education; *Global Approach; Instructional Innovation; *Intercultural Programs; *Literature Reviews; *Program Content; *Social Studies; Teacher Developed Materials; World Affairs
IDENTIFIERS California (Potter Valley)

ABSTRACT

The first of the three chapters of this document on teaching global education to elementary and secondary school students begins with a literature review of perspectives on global studies and continues with a comparison of definitions, assumptions, goals, and objectives for global education programs. The obstacles to teaching this global perspective outlined in chapter 2 are: (1) the traditional versus the futurist viewpoints toward education; (2) the lack of teacher training; and (3) the complexity of teaching about global awareness. Chapter 3 contains a review of California's Potter Valley High School's World Assembly. Following this chapter is a curriculum model for the World Assembly as it has been established at Potter Valley High School. The model includes an overview, activities, time schedule, resource materials, study guide, a world peace dialogue, points for discussion, and an evaluation form. The appendices contain goals for a cultural education program and a paper, "The School of Global Education, Livonia Public Schools, Livonia, Michigan" (J. Swift). A 14-item reference list is included. (DJC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED303390

GREENING THE GLOBAL VILLAGE

THE ADMINISTRATIVE IMPERATIVE TO EDUCATE STUDENTS FOR GLOBAL AWARENESS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

JANET CHANIOT

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Janet Chaniot
University of San Francisco
Curriculum and Instruction
Field Project
-for completion of the M.A.
Spring Semester 1988

30 Q19 622

BEST COPY AVAILABLE

GREENING THE GLOBAL VILLAGE

THE ADMINISTRATIVE IMPERATIVE TO EDUCATE STUDENTS FOR GLOBAL AWARENESS

Janet Chaniot
University of San Francisco
Curriculum and Instruction
Field Project
-for completion of the M.A.
Spring Semester 1988

BEST COPY AVAILABLE

EDUCATION FOR GLOBAL AWARENESS:
AN ADMINISTRATIVE IMPERATIVE

CHAPTER 1

"The world is indeed one global village."

-The National Commission on
Excellence in Education

In the last decade of the 20th century, students will live increasingly in a "global village." Administrators and other educators will need to provide opportunities for learning about and living in a world with fewer and fewer local, national, or regional "frames" and "boundaries." As the United States astronauts realized when they could not see political or geographical lines on the earth from outer space, the notion of "No Frames, No Boundaries" (a film by Creative Initiative) will have to spread from physical observations to relations among the peoples of the earth. In 1981 Ricardo Garcia wrote:

> Once seeing the moon shot of the earth, I was struck with the thought that it is a single physical system, dependent on the position of the sun and other planetary forces. As I looked at the clouds I realized another aspect of interdependency. Water on the ground vaporizes, forms clouds, drifts over the land, and rains. Plants grow from the nourishment of the rain, and sun, and the earth's minerals. And so the cycle continues.
>
> Then my thoughts turned to the cultural interdependence of human beings. Every morning as I start my car I enlist the assistance of thousands of others who pumped the oil that makes the car run, the miners who dug the iron to make the steel to hold the car together. That human beings are interdependent is not a new idea. What is new is the realization that humans must begin to behave in such a way that their interdependence will enhance their survival--rather than their demise--as a global society. (12-13)

Educators involved in the field of global studies agree with the astronauts and Ricardo Garcia, as do creators of print and other media for the general public. They work to document the interdependence and interconnectedness of all areas of the earth.

In Global Studies for American Schools, a 1979 National Education Association publication, the following data appear as part of a rationale for global studies in schools:

* In 1956 there were 500,000 transatlantic phone calls: in 1975 there were over 24 million such calls.
* International trade among all nations increased tenfold between 1939 and 1969, doubled between 1969 and 1973, and tripled between 1973 and 1977.
* Between 15 and 20 percent of all factory workers in the United States are making something for export.
* Nearly half of the oil consumed in the United States is imported.
* About one-third of the profits of American corporations come from their exports and foreign investments. The Ford Motor Company reported that in 1977 42 percent of its income was from sales outside North America.
* The rate of U.S. investment abroad has grown rapidly -from $1,926 million in 1940 to $3,831 million (1950), $8,009 million (1957), $16,861 million (1964), $29,450 million (1969), and $148,000 million (1977).
* More than 200,000 students from other countries enrolled in U.S. colleges and universities last year. Some universities are now actively recruiting foreign students to fill places left vacant by sagging enrollments of American students.
* In 1900 there were 50 international governmental organizations; today there are 250 such organizations.
* Tourism has become a major world industry. Thirty billion dollars was spent on travel last year. Twenty-three million Americans traveled abroad; 18 million people from other countries visited the United States. (Mehlinger 9-10)

These are "indications of this global age," and the NEA concludes, " 'Global Interdependence' is more than a glib phrase. It is a fact of life" (10). This data is 10 years old; how many more "international" links there are now is graphically illustrated

by the global economic gyrations of 1987. In a December 7 "60-Second Profile" of the winner of the Nobel Memorial Prize in Economic Science, Robert M. Solow, the economist, is quoted as follows:

> What the markets told us...what students of the issue have known for a long time, that financial markets are very closely connected. This interconnection around the world extends far beyond buying and selling securities and extends to the buying and selling of goods...
>
> The health of American manufacturing depends on what Korean workers manage to get from their employers in the way of wages. The ability of Fiat to sell cars may depend on the contract between General Motors and the UAW.
>
> **America's alternatives** -- We have two broad choices: One is to become more productive, to reduce our costs. The other possibility is to become poorer than other countries so that while their costs are lower, ours are even lower.
>
> We are going to have to do something fierce on the production side. There is much more to be done. Among the least intelligent things we could do in this country now would be to starve or sabotage our education system, our manpower training apparatus and our research and development enterprise. (Santa Rosa Press Democrat, A7)

Louise M. Berman and Alice Miel, in their book, Educating for World Cooperation, discuss the "need for cosmopolitans," graduates of the school systems who will be able to live in the new global age:

> A quest for a way to refer to persons with a commitment to the well-being of the whole human race led to the Greek word, 'cosmopolitan'. This signifies a citizen of the world, a person free from local, provincial, or national prejudices, one with empathy for many kinds of human differences. Planet Earth will never see the perfect cosmopolitan, but the number of persons who exhibit some of the qualities of the cosmopolitan is growing. Characteristics associated with this new type of human are: desire to be realistically oriented in time and space; openmindedness, including openness to the future; sense of responsibility; strength of purpose; and universal sympathy, friendship, and love. Cosmopolitans

care about what happens to their fellow human beings and they participate actively in efforts to improve the world.

Enormous numbers of budding cosmopolitans are needed in all parts of this planet because the problems confronting humankind call for cooperative efforts on a global scale. (4)

These authors go on to give "a partial catalogue" of problems, the solutions to which "call for cooperative efforts on a global scale":

* a population increase that continues to outdistance successes in improving food supplies and advances in education and medicine
* pollution of water supplies and other parts of the environment
* soil depletion that contributes to worldwide hunger, malnutrition, and starvation
* dangers linked to large stockpiles of nuclear armaments and to peaceful uses of nuclear energy as well
* disease that respects no national boundary
* social and economic injustices, including flagrant infringement of basic human rights
* refugees in staggering numbers that continue to increase
* international terrorism, inspired by different ideologies
* widespread ignorance that deprives persons of basic tools necessary for dealing with threatening conditions and intolerance of differences that causes strangers to be viewed as potential enemies rather than friends. (4)

The "cosmopolitans" described include, for all practical purposes, all students in classrooms all over the world:

1. Large numbers of persons who can live and work abroad competently and with understanding hearts are called for. All expatriates, as the British refer to them, are at least unofficial ambassadors of their own nations, whether they represent business or industry, work in one of the scores of governmental and nongovernmental agencies, or serve as specialists in a development project. Family members of such persons should be cosmopolitan also.
2. World travelers as well as hosts in receiving countries should be knowledgeable and empathetic so that the phenomemon of expanding tourism may promote good, not ill, will.

3. Those holding positions of national leadership can make foolish mistakes or wise decisions, depending on the degree of their sophistication in world affairs and regarding psyches of leaders of other nations with whom they must deal. If leaders are locked into notions that no longer are valid, if indeed they ever were, the consequences can be grave. Leaders have special need of the attributes of the cosmopolitan.
4. Even among those who never in all their lives will leave their national shores, cosmopolitan attitudes and awareness are needed to ensure intelligent support or resistance as leaders make and carry out policies they judge appropriate vis-a-vis the rest of the world. Especially, patience with long range planning and commitments to aid in world development will be required of constituents.
5. Among all persons, young and old, the qualities of the cosmopolitan are a must if such persons are to function fully in today's world. (5)

Richard J. Barnett and Ronald E. Muller's commercially successful Global Reach is a discussion of the globalization of business through the powerful multi-national corporations. They provide a convincing argument for the idea that "the World Managers are the first to have developed a plausible model of the future that is global" (363). Furthermore, these authors question the ability of local and national goverments to act as checks and balances to the global corporations. While the managers envision a future in which resources are used wisely and efficiently, Barnett and Muller think that "the issue is not whether the World Managers wish the global corporation to be a force for peace, stability, and development, but whether it can be" (363). "Global corporations," they continue, "are more likely to act as instruments of competitive economic and geopolitical rivalry" (367). Because of this, Barnett and Muller propose "the democratization of institutions" (386) for global survival, with decentralization of power, public

BEST COPY AVAILABLE

participation in decision making, and "communities founded on face-to-face politics" (384). Though the authors of Global Reach do not concern themselves with educational institutions, they understand that "knowledge and values are inextricably bound up with each other, despite the current convention that they are not. No knowledge or institution for the development of knowledge is value-free" (387). By implication then, the authors of Global Reach would speak for the proponents of global studies in saying:

> "The values needed for survival, if one reflects on it, turn out to be the familiar democratic values preached by prophets and sages since the beginning of history--respect for human dignity, justice, frugality, honesty, moderation, and equality." (386)

Global Reach provides a wider-world context for a definition of global studies and for convincing educators of the necessity to begin to focus on a global perspective for all students at all levels and in all areas of their formal education.

A brief look at some definitions, assumptions, goals, and objectives of global education programs in different parts of the U.S. confirms the basically single-minded vision held by authors such as Barnett, Muller, and many educators.

In this study, teachers and consultants in California who are connected with the Bay Area Global Education Project at Stanford (BAGEP), Global Education of Marin at Dominican College (GEM), and the International Studies Center now being established at Sonoma State University were contacted. Global education programs in several states were studied. Parts of this paper have been

published in California English, the California Association of Teachers of English journal (May-June 1988), and presented at the first national global education conference - An American Forum on Education and International Competence - sponsored by Global Perspectives in Education held in St. Louis in May, 1988.

In Global Studies for American Schools, authors Howard Mehlinger, Harry Hutson, Victor Smith, and B'Ann Wright agree that:

> "Today, many Americans seem to be suffering from conceptual lag when they think about the world. They persist in using conceptual filters called 'nation-states,' 'geo-graphic areas,' and 'cultural regions'. These filters, though useful in the past, do not ease our understanding of a contemporary scene characterized by an ever increasing interdependence of mankind and the accelerating globalization of culture." (8-9)

Four assumptions underlie their middle school global studies instructional program. They are:

1. **American youth must acquire knowledge, attitudes, and skills that will enhance their capacity to cope with world developments.** The need for Americans to be aware of developments around the world is greater today than in the past and will be even greater in the future.

2. **Eleven to thirteen-year-olds are at an optimum age to undertake a serious study of world developments.** Research on the cognitive development of youth suggests that around age 11 children begin to acquire a capacity for formal reasoning and are able to move beyond concrete operational thought. This implies a capacity on the part of children to overcome egocentric perspectives and begin the task of taking into account perspectives different from their own. Because children around this age acquire this ability, i.e., a capacity for role-taking, some scholars believe this to be a "critical period." Opportunities missed at a time when attitudes about other people are being formed can influence responses into adulthood.

3. **It is possible to design instructional materials**

which treat important social phenomena while anchoring the lessons in areas of interest to young adolescents.

4. Studying about the world from a global perspective will help students develop important skills and attitudes more readily than the more typical regional-cultural approach to world geography.

The last assumption requires further explanation. Most existing junior high school porgrams in world geography and world studies employ a regional-cultural approach. Typically, students spend several days or weeks studying such nations or cultural regions as India, Japan, Western Europe, Latin America, and the USSR. The students learn discrete facts and information about specific nations or regions but do not learn much about the interconnections, interrelationships, and interdependence of these areas.

It is possible to change the focus-- to make the **level** of analysis the entire globe rather than separate geographic areas, to make the **unit** of analysis important human phenomena which are then examined as they exist throughout the world. In this approach students learn less about a specific nation or region, but the stress on comparison and on global relationships helps them develop the knowledge, attitudes, and skills they need to process information acquired later in school or outside of the classroom. (16-17)

Five objectives are established from these assumptions:

1. To provide students with the ability to perceive all individuals as members of a single species of life
2. To provide students with the ability to perceive all humans as a part of the earth's biosphere
3. To provide students with the ability to see how each person and each group participates in the world's sociocultural system
4. To provide students with the ability to perceive all people as both "culture borrowers" "culture depositors"
5. To provide students with the ability to perceive that people have differing perceptions, beliefs, and attitudes about the world system. (64-65)

Patricia G. Ramsey in her 1987 publication, Teaching and Learning in a Diverse World, states similar goals for "A Multicultural Perspective":

1. To help children develop positive gender, racial, cultural, class, and individual identities and to

recognize and accept their membership in many different groups. The cross-group antagonisms that were discussed earlier often reflect negative feelings about one's own group or internal conflicts about group allegiances. As young children are forming their early identities, they need to learn how to define themselves within a context of diversity.

2. **To enable children to see themselves as part of the larger society; to identify, empathize, and relate with individuals from other groups.** In order to interrupt the cycle of resentment and protectionism that student's comments illustrate so well, children need to have early exposure to the idea that they share many characteristics with other groups of people. The reduction of cross-group antagonisms also requires the ability to see other points of view, to use highly developed communications skills, and to be flexible in social expectations and behaviors.

3. **To foster respect and appreciation for the diverse ways in which other people live.** Cross-group suspicion often rests on erroneous and fear-provoking assumptions about the habits, lifestyles, and attitudes of unfamiliar people. These concerns are evident when residents worry about other groups "invading" their neighborhoods. In their earliest explorations of domestic and occupational roles, children can learn to accept a broad range of lifestyles.

4. **To encourage in young children's earliest social relationships an openness and interest in others, a willingness to include others, and a desire to cooperate.** Positive group identities and more understanding of many ways of life may reduce children's avoidance of differences, but their motivation for reaching out to other groups rests on the enjoyment that they derive from social interactions and interpersonal relationships. As they develop their earliest social patterns, they can acquire the interests and skills that will help them enjoy a broad range of social experiences.

5. **To promote the development of a realistic awareness of contemporary society, a sense of social responsibility, and an active concern that extend beyond one's immediate family or group.** One source of cross-group alienation and antagonism is the unrealistic expectation of individual success that is widely promulgated in this country. The resulting disillusionment often leads people to "blame the victim," to look for scapegoats, and to feel personally

inadequate. If children learn about society from a more objective perspective and see how all people are affected by the same forces, they may feel more akin to and emphathetic toward others' misfortunes and less constrained by narrow self-interest.

6. **To empower children to become autonomous and critical analysts and activists in their social environment.** Economic hardships and unrealistic expectations often generate feelings of personal defeat and inefficacy. By encouraging children to trust their perceptions and judgments and to question and challenge common social assumptions, schools may help children gain and maintain a confidence in their power and potential, despite the prevailing discrimination that they observe and experience.

7. **To support the development of educational and social skills that are needed for children to become full participants in the larger society in ways that are most appropriate to individual styles, cultural orientations, and linguistic backgrounds.** In order to be more effective in fulfilling the charge to create and provide equal opportunities for all children, educational content and practices must respect and reflect children's unique backgrounds.

8. **To promote effective and reciprocal relationships between schools and families.** Schools do not always live up to their potential as unifying and equalizing forces among disparate groups. The same cross-group tensions and patterns of discrimination and alienation found in a community or society often are reflected and perpetuated in school-family interactions. By establishing more flexible and collaborative relationships with the community, schools will be in a position to play a more proactive role in social change. (3-5)

Ramsey touches on the concerns voiced in Global Reach when she says:

> Obviously, these goals can have no direct effect on the larger social and economic problems that exacerbate and, in some cases, create intergroup tensions. However, they can influence the ways that new generations interpret and participate in social relationships. For instance, David [one of her students] is learning that the economic frustrations of his parents and their friends are the fault of people who are in an even less advantageous position. This preoccupation blinds people to the larger

economic and social forces that are responsible; it also generates intergroup suspicion and antagonism and precludes any unified action for change. If David is encouraged to express and examine his feelings and is given experiences that challenge his assumptions, he may be more resistant to the rejecting comments that he hears. At the very least, he can experience a sense of community with other groups that may alleviate some of the immediate feelings of intergroup threat and suspicion; at best, he may learn to be a proactive force in the creation of a more equitable and just society. (5)

These students are about to become the "cosmopolitans' listed in Berman and Miel's work. Indeed the "epilogue" of Educating for World Cooperation lists the qualities of the students who have been educated for global awareness. They are:

* Compassionate toward those near and far
* Knowledgeable about societal dilemmas needing attention
* Able to act collaboratively toward the elimination of unfair and unjust social structures
* Friendly toward difference
* Appreciative of the rewards found in living in world community. (30)

Ricardo Garcia, in "Educating for Cultural Pluralism: Global Roots Stew", lists three important goals of global education:

1. **Global education should provide experiences that reduce provincialism and ethnocentrism.** All too often students are introduced to other cultures as being "primitive" or "underdeveloped." Cultures that are not as industrialized as the U.S., or that do not have a similar standard of living, are viewed as simple by comparison. This goal is to teach students how to perceive other cultures from a relative point of view.

2. **Global education should provide experiences that teach students to think of themsevles as both individuals and as members of the global human family.** To insure healthy emotional and personal development, educators have long stressed the importance of helping students build a positive self-concept. While building a positive self-concept is essential, it is only the first step toward personal development and well being. Students also need to develop a global conception of themselves, with their lives and fates intertwined with all of the peoples and events of the earth.

3. **Global education should provide experiences that prepare students to cope rationally with global pluralism.** Once students are prepared to deal with other cultures (Goals 1 and 2), they will have to know how to deal with the pluralism that is inevitable in the global society. In their future lives students will confront jingoism, racism, nativism, and other pernicious outcomes of extreme nationalism and ethnocentrism. They will need ways of rationally dealing with these attitudes if they are to interact meaningfully in a global society. This goal also speaks to the need for preparing students to understand and to deal with cultural shock. Rather than dismissing cultural shock as a necessary, temporary evil, this goal will prepare students to use cultural shock as a means to enhance their personal growth and development. (13-14)

In addition to "global education," Garcia discusses other, similar programs (several of which have been mentioned already) and he distinguishes among them. His definitions are useful in centering the subject of this essay while acknowledging the overlapping concerns in each separate focus.

Educating for global awareness might take place in any of the programs or under any of the following labels:

1) Bilingual Education
2) Multicultural Education
3) Intergroup Education
4) Global Education
5) Polycultural Education
6) Cross Cultural Education
7) International Studies
8) Nuclear Age Education
9) Future Studies
10) Peace Education

Garcia cites the origins of programs bearing the first four labels:

> Cultural education programs have evolved in response to specific societal needs. As educational ideas, they are not necessarily new, yet each emerged to serve a different function. **Intergroup education** emerged with the

> desegregation of schools. **Global education** emerged when Soviet technology threatened U.S. military supremacy. **Multicultural education** emerged with the rise of ethnic awareness in the civil rights movement. **Bilingual education** emerged when Mexican Americans and other Spanish-speaking groups insisted on equal educational opportunities. (12)

(Robert L. Williams, in a pamphlet subtitled "Teaching Toward a Planetary Perspective," uses the titles "Cross-Cultural Education" and "Polycultural Education" in the same way Garcia defines multicultural education.) Garcia has prepared a chart to illustrate the separate emphases of these terms (See Appendix A). In spite of the different, sometimes conflicting approaches in these programs, this educator concludes:

> Cultural educators need to solidify their efforts. Their goals are more alike than different. Their differences are more a matter of focus than of substance. Each has emerged as a response to an educative need and as a desire to improve the human condition. While each may promote its self-interest, none can be championed as the most important. They are all necessary. (31)

The same might be said of programs using the titles International Studies, Peace Education, Nuclear Age Education, and Future Studies. International Studies is the traditional umbrella term for most of the social studies courses offered in U.S. schools- U.S. history, world history, world cultures, civics, economics, geography, and sometimes archaeology and anthropology. In California, global educators have been willing to adopt the title International Studies for centers being established throughout the state with funding granted by the state legislature. It is a label which is apparently more comfortable for many social studies teachers.

Peace Education and Nuclear Age Education are terms which have been used by many groups whose programs focus on issues of war and peace and nuclear energy, especially nuclear weapons. The National Education Association and Educators for Social Responsibility have produced teaching materials under these headings with sometimes controversial results.

As most of these programs are directed toward helping students learn to make informed decisions that will create healthy happy futures for them personally as well as for all, future studies have always been part of them. However, the early 60's, post-Sputnik surge in innovative thinking about education yielded programs specifically designed to help students model the future. Many educators, by the end of the 60s, were predicting revolutionary changes in education; however, because institutions resist rapid change, these have not materialized, and futurists have suffered a lack of credibility.

Dr. Jonathan Swift directs the School of Global Education, a school-with-in-a school at Stevenson High School in Livonia, Michigan. This program was developed with the help of Michigan State University, Wayne State University, and Wayne County's Northwest Staff Development Teachers Center. It is clear from reading the curriculum guide for the Livonia School of Global Education that the goals of most of the programs, discussed under various titles here, are being met (See Appendix B). In addition to International Studies , Global Education has taken on the role of an "umbrella" term for the programs discussed in this essay.

Garcia's metaphor for the "pluralistic culture" of the United States and the world occurs in the title of his article, "Education for Cultural Pluralism: Global Roots Stew." His discussion of the metaphor concludes this section of "Greening the Global Village" and echoes other authors cited so far:

> The impact of the ethnic awareness movement of the 1970s will increase in the next decades. People will continue the search for roots of their ethnic or cultural heritage. They will also become acquainted with the unique contributions made by other U.S. ethnic and cultural groups. Thus, ethnic pluralism will pervade the future society, moving beyond the melting pot notions of early 20th century America. (11)

CHAPTER II

While the need to educate for global awareness is clear and is increasingly felt by many administrators and teachers who develop and support needed global education programs, it is also clear that major conflicts, both philosophical and practical, exist. Implementing any program requires conflict resolution and compromise among many points of view.

One major roadblock to global studies is stated in the excerpt from Mehlinger (cited earlier). It concerns, to use oversimplified terms, the tension between traditionalists or "melting pot" educators and futurists or "global roots stew" educators. This is the main conflict; the other two issues to be discussed here are practical in nature: the lack of training of most teachers to approach their subjects from a global perspective and the complexity or unmanageability of this point of view at first glance.

The headline of a recent news article summarizes the philosophical conflict: "Teaching peace and the world: Critics say classes overlook patriotism" (San Francisco Chronicle, October 11, 1987, A-9). Writer Janet Groat explains that:

> "Peace education no longer is a simple matter of teaching youngsters about nuclear weapons and the danger of destroying the Earth. Today it's more sophisticated, and it includes extensive efforts in 'global education' in trying to break down U.S. stereotypes of foreign nations and in helping students become critical thinkers who can see complex situations in new ways."

Critics have a more traditional view: "...students need to learn more about the United States first...the new approach is fraught

with political bias..." "...and devious." They assert the conservative point that "global education is nothing but a well disguised plan to sway young people against U.S. values in favor of a single world government." Acknowledging that "Underlying the new peace education efforts is a belief that U.S. education traditionally is too nationalistic...," she quotes Phyllis Schlafly, " 'Global education is an attempt to brainwash the child into believing that he is a citizen of the world rather than the United States.' "

These criticisms have come in the wake of the promotion of new curriculum materials by such notable groups as the National Education Association and Educators for Social Responsibility. Groat concludes her article by noting that "Peace education proponents say that there's no reason students can't learn about the United States and foreign countries at the same time."

This compromise position can be seen in another recent publication: The United States Prepares for Its Future: Global Perspectives in Education." This booklet is the "Report of the Study Commission on Global Education." The Commission included representatives from government agencies, businesses, and educational institutions. Among them are The Rockefeller Foundation, The Carnegie Foundation for the Advancement of Teaching, The National Education Foundation, The German-Marshall Fund, and The American Federation of Teachers.

The Commission, in fact, concludes that students cannot be educated about their country unless they learn about the U.S. as a

world power:

> We realize the heavy burdens that are already placed upon the curriculum. We fully endorse an emphasis on better instruction in basic verbal and numerical skills. We endorse an emphasis on better coping skills, on better vocational skills, and above all, we endorse efforts to retain students in high school to the point of graduation. These emphases are compatible with global education. They go hand in hand, and, infused with a global perspective, these activities will better prepare students for the world in which they will work and live. (4)

The members of the Commission:

> trust that this report will generate discussion at school, district, state board, and association levels, and that its central theme of education for United States citizenship in an interdependent world will serve as a guide for educators and policy makers. (5)

The Commission's most forceful statement asserts:

> The three major evening network news broadcasts (ABC, CBS, NBC) each devote over half of their time to items with international dimensions; one (ABC) devotes over two-thirds of its time. Yet one study found listeners able to understand the major points of only one-third of the items to which they listened. This is a dramatic commentary on how far our actual national concerns have outrun the performance of our educational and informational systems.
>
> It has been the purpose of this Commission to study, recommend, and encourage ways to produce most effective citizens of the United States, a United States that has to live in an increasingly international world. As citizens, Americans select their leaders and express their views on major issues, and most issues of public policy now have both domestic and international components. Our aim is to encourage the schools, at all educational levels, to help citizens of the United States, and thus their nation, become more effective participants in the journey into the future: to give them the knowledge and skills to arrive at informed judgments, to strengthen their commitment to democratic values and processes, and to make it even more possible for them to participate responsibly in the world in which they live. This report is a first attempt to outline what students need to know to function as citizens of the United States as an independent nation in an interdependent world.
>
> There is a strong connection between citizenship education, as a traditional and essential component of

> education in the United States, and a global perspective in that education. By a global perspective, we mean that effective citizens must have knowledge and understanding of the world beyond our borders -- its peoples, nations, cultures, systems, and problems; knowledge of how the world affects us; and knowledge of how we affect the world. The increasing internationalization of society and interdependence among peoples and nations brings a new dimension to the citizen role and places a special responsibility upon our educational institutions to develop citizens able to function effectively in that world.
>
> We concentrate in this report on the knowledge and skills that citizens of the United States need to make public judgments and to participate in public policy decisions. At the same time, we fully recognize that the line between our public and private lives is not a clear one. Many of the policy decisions that most affect us as workers and consumers are made in the economic arena by multinational corporations or other organizations outside the governmental apparatus. Additionally, we fully recognize that the culture in which we are immersed is conditioned by the fact that we are a nation of immigrants, rich in musical, artistic, and linguistic contributions from all over the world. And no major event occurs anywhere around the globe that does not personally touch some group of families in the United States, whether it is an earthquake in Mexico, a famine in East Africa, a nuclear accident in the USSR, or a revolution in Iran. Other reports have pointed out the necessity for education to contribute knowledge of and effective responses to international economic competition, to advance the teaching of foreign languages so that Americans can participate more effectively in the world's business and culture, and reflect the importance of the arts as a basis for cross-cultural understanding. We fully support these efforts. (12-13)

The Commission mentions multi-national corporations, and indeed several of them-- the Exxon Education Foundation, the Ford Foundation, and the Rockefeller Foundation-- gave financial support to the report.

The debate will go on; however, it seems clear that the trend in most states is toward more global education programs, and for the reasons cited here, school administrators will increasingly be

looking for, or creating, curriculum materials to suit their districts' international studies needs.

The conflict between the "traditionalists" and the "futurists" was partially resolved in an interesting way in California. In 1985 AB2543 (The California International Studies Project) was passed. Because the legislators used the Bay Area Global Education Project (BAGEP) and Global Education, Marin, (GEM) as prototypes for the "centers" they wished to establish throughout the state, social science teachers and the international studies department members began to take note. According to one of the speakers at the 1986 Educators for Social Responsibility conference in Berkeley, the teachers protested that their important work was being "upstaged" by the newer projects. Thus, the new state-funded centers will be "international studies" centers and combine with BAGEP, GEM, and other global education groups to offer curriculum development and inservices to staff in social sciences as well as in other subject areas.

The teacher training that International Studies Centers in California and other states are developing addresses one of the major concerns of global educators: there are very few teacher certification programs in the United States that offer coursework in global education or that require knowledge of teaching strategies which may be used to help students achieve a global perspective. David Grossman, of the Stanford Program on International and Cross Cultural Education (SPICE), describes the situation in teacher in-service programs:

> It is a curious irony of in-service programs in global education that we often fail to treat them as curriculum situations. While most of us would never undertake a curriculum development project without significant attention to the concepts embedded in our content, skill development, and issues of scope and sequence, the same cannot be said of many in-service programs. Under the pressures of time or constrained by funding, we tend to focus on a single element of in-service, e.g., a cultural content or global issue focus, without examining the array of elements that constitutes a well-conceived course of study. This is not so much a statement of blame, but rather a reflection of the state of the art. Because the field of global education is not well-defined, we have a tendency to pursue a variety of directions, without adequate attention to the linkages of content, concepts, skill and pedagogy that would provide a firm grounding for a global education staff development program. (11)

In the matter of preparing teachers in their undergraduate years and credential requirements, Judith Torney-Purta reported on a knowledge test taken by 3,000 undergraduates to answer these questions:

> What do undergraduates know about their world? How well prepared are education majors to bring a global perspective to their classroom instruction? Are there any particular or unique contributions which the four undergraduate years could make to the prospective teacher's acquisition of global awareness? ("The Global Awareness Survey's Implications for Teacher Education," 200)

The knowledge test was part of a "multi-phased study in 1980 of the international dimension of undergraduate education conducted by the Council on Learning in cooperation with the Educational Testing Service" (200). The results are described as follows:

> A major component of the Council on Learning study was a knowledge test of 101 items constructed by a committee including representatives of seven disciplines. The items were clustered around 13 global issues: environment, food, health, population, international monetary and trade arrangements, energy, race and

ethnicity, human rights, wars and armaments, arts and culture, religious issues, relations among states, and distribution of natural characteristics. Within these topic areas there was a stress upon interdependence, national development, and historical transformations.

To give a general picture of achievement level, the mean score for freshman on the global awareness test was 41.9; of seniors, 50.5. One might refer to this performance either as disappointing or understandable, according to one's point of view. Other studies with more restricted sets of items have found that students in the U.S. are relatively more knowledgeable about domestic politics than about international politics, when compared with students in Western European countries. (200)

Several conclusions are offered:

If one is attempting to improve the preparation of students at the undergraduate level to become teachers, one must be clear as to what one's aim is in the area of global understanding. If it is increased awareness and knowledge of global problems, a general suggestion is to recruit intellectually more able students into the education major. Second is attention to the formal curriculum. Building an international perspective into a variety of courses taken by large numbers of students appears to be important. This is a tall order since Karp (1981b) found that "the textbook in American government that adequately presents America's place in the world from a global perspective-- permeating the entire text-- has yet to be written" (p. 7). Similar conclusions could be drawn for other disciplines. Students need a context in which to judge American politics, American social problems, and American economic issues. This is clear from both the analysis of major misconceptions and from the regression analyses.

Students in all fields, but especially in education, should be urged or required to take courses in history and geography. Discussion on an informal basis in class is not enough. Students appear to need both content and some attempt to contextualize or integrate. Training at the undergraduate level is much better suited to providing context and integration than is inservice training.

Third is a more informal aspect of the curriculum-- habits of media exposure. It appears to be useful to increase students' interest in regularly informing themselves about what is going on in the world, by reading sections of the newspaper which deal with international news in particular. This is a suggestion for social studies methods courses in particular but could probably be applied in a variety of other courses in and outside of the education college.

> It is the college student who has graduated and begun a teaching (or other) career in whom we are most interested, of course. Can habits of exposure to international news be maintained so that global education will be up-to-date? Can a context built through the infusion of international dimensions in history, geography, or other courses endure as a perspective in which new knowledge can be integrated? Can foreign language instruction be designed so that it produces more competence in the skill at the same time it increases empathy in seeing the world from the point of view of those in other countries? These are the questions which the ETS/Council on Learning survey of global awareness raises for the teacher educator. (204-5)

The questions keep coming and further study is needed. Teacher training programs need to be improved.

Research conducted at Florida International University "to assess the impact of the Global Awareness Program (GAP), a federally funded teacher training and program development project," yielded these results:

> This research identified an overall positive attitude toward global education among social studies teachers in the Dade County public schools and pointed to the lack of appropriate instructional materials as the most substantial obstacle to the growth and development of global education in the schools. The research also surfaced three interesting questions for further research and analysis.
>
> The first issue stems from the evidence that, on the one hand, teachers see the need for more global education but, on the other hand, are insecure with the content and lack confidence in the ability of social studies teachers to teach global education adequately. This gulf may explain why teachers also believe that the lack of appropriate materials is the most severe obstacle to change in bringing more global education to the schools.
>
> The second issue is a curriculum question. Since a global education curriculum must in part be based upon global issues and since global issues tend to change in meaning and important over time, how shall teachers decide which issues to include in the curriculum? Shall teachers cave in to the interest group with the most potent lobby or lucrative inducements? How do teachers stay current with global issues? Does the fact that lack of materials is seen as the greated obstacle to the growth of global

> education offer evidence that teachers are frustrated and want someone else such as a textbook author to make the content decisions? Will even the best materials help in a case where a teacher has not internalized a global view, including the tolerance for change and ambiguity? (Tucker, 73)

The Florida study, then, raises even more questions, and the search for new, clearly focussed directions for teacher education goes on.

In addition to California's law, there are other signs that universities and state departments of education are responding to the need for more teacher training in global studies. Among the 236 publications listed in 1987 in the ERIC clearinghouse on Teacher Education appear articles written in 1980's under the ausoices of the following:

--Global Horizons, The Center for Applied Ecosocial Studies, Plaiston, New Hampshire

--Social Studies Development Center, Indiana University, Bloomington, Indiana

--Global Perspectives in Education, Inc., New York, New York

--Global Education Association, East Orange, New York

--Global Education Center, University of Minnesota, Minneapolis, Minnesota

--Northwest Regional Educational Lab, Portland, Oregon

--Office for Multicultural/Equity Education, Olympia, Washington

--New Jersey Consortium for Global Education, Montclair, New Jersey

--I.N. Thut World Education Center, University of Connecticutt, Storrs, Connecticut

--Social Science Education Consortium, Ind., Boulder, Colorado

--International Studies Association, Syracuse, New York

In all, 26 states are represented among the ERIC listings, but while teacher training programs in other states may be responding to concerns about global literacy among candidates for credentials, it certainly is not a major focus. There are, however, a number of national and international organizations which have also called attention to the problem. They are:

--The American Association of Colleges for Teacher Education

--The National Council of Social Studies

--The International Studies Association

--The United Ministries in Education

--The Social Science Education Consortium

--The National Association of Elementary School Principals

--The Parent, Teacher Association

--The National Education Association

--The Organization of American States

--The International Reading Association

--Phi Delta Kappa

Writers representing these organizations and individual authors have published in these journals: Theory into Practice, International Review of Education, Social Education, Educational Research Quarterly, California Journal of Teacher Education, Principal, and Social Studies Review.

Conferences on global education for teachers have been held in many states, and the first national conference was held in May, 1988. While many groups were invited to St. Louis to discuss many

aspects of the subject, the focus was on ways to teach global awareness.

As materials are being developed, many administrators and teachers are realizing that the subject of global education is really a focus and that there is a point of view from which the issue of complexity may be resolved.

Berman and Miel discuss "Safeguards for the Designing Process" and use the "fishnet" metaphor to demonstrate the idea of global studies as a focus for curriculum development rather than a separate, complex set of materials that would replace existing programs:

> Because decisions about educating for world cooperation must be made with many kinds of young persons in mind, three safeguards should be provided. One is a set of stipulations to be agreed upon by each faculty. Examples of useful stipulations are:
>
> 1. Entire faculty to share responsibility for agreed upon continuing emphases, such as orientation to new situations (e.g., going to the cafeteria, library, and auditorium for the first time or facing a water shortage in the community) and development of understanding of self and others through continuous processing of information as students grow and reach out to others.
>
> 2. Entire faculty to take responsibility for common threads of continuity (e.g., cumulative development of concepts such as fairness, freedom, order, and exploration of origins of words encountered).
>
> 3. Social studies and English classes to provide basic instruction and examined practice in group dynamics.
>
> 4. Each year students in every grade to work, at their level of understanding upon a global problem the faculty has agreed upon as pressing and appropriate, given the resources of the school.
>
> 5. All teachers to take responsibility for extending the life-space of their students in ways suited to the students' ages and situations.

Stipulations of this sort are designed to ensure at least minimum attention to the development of cosmopolitans and to provide a number of options for teachers and their classes.

The second safeguard is to encourage teachers and students to go beyond minimum expectations, using their own judgment in finding other, perhaps better, ways of accomplishing similar objectives.

The third safeguard is for all involved in curriculum development, and this should include teachers, to help one another by sharing problems, ideas, materials, and results in the course of "globalizing" the curriculum.

Representative substance for extending the life-space of students, their teachers, and their parents is laid out in the next section as proposed options for possible inclusion in the curriculum. Detailed planning of any options selected should provide for linkages, continuities, and rounding out, summing up, interpreting, evaluating, and applying what is learned.

Deciding where to begin in making changes in education has been likened to taking hold of fishnet. Grab it anywhere and the rest will come with it. No matter where one starts with the enormous fishnet--educating for world cooperation--the whole of education will be affected. Since there are so many ways to give a global emphasis to curriculum and instruction, the best advice is to select a starting point that opens the way to enlarge opportunities for educative experiences in a wider world. (10-11)

What is happening in the school, to get back to the "melting pot" and "global roots stew" imagery, is eloquently described by Garcia:

As cultural programs are taking hold in the public schools, we see a shift from the social theory of cultural assimilation to one of cultural pluralism. In the past public schools helped to assimilate European immigrants into the so-called American melting pot. But many scholars of American social history question the accuracy of describing U.S. culture as a melting pot-- one in which cultural and ethnic differences have been homogenized. Rather, they use such analogies as "orchestra" or "salad bowl" or "stew" to describe the pluralistic nature of current U.S. culture. Within an orchestra, or a salad, or a stew, each entity retains its identity while blending with the whole. (25)

If Garcia's metaphor can eventually predominate, perhaps the

conflicts among educators will be resolved and students will be able to become more effectively involved in "greening the global village."

CHAPTER III

Programs to help educate students for global awareness range from sets of assignments for single grade levels or subject areas to those as extensive as The School of Global Education in Livonia, Michigan. In between are many programs which may be incorporated into all or parts of the curricula of most subject areas. Potter Valley's World Assembly or Model United Nations program is one of these. The following article, published in California English (May-June), gives the history of the curriculum materials (Educating oifor Global Responsibility 98-103) which conclude this essay.

In the fall of 1987, the leaders of the two most powerful countries in the world, the United States and the Union of Soviet Socialist Republics, met and agreed to begin reducing stockpiles of nuclear weapons. Secretary Gorbachev said, at one time during the week, that the people who are pressuring government officials to create a more peaceful world should continue their activities. One high school student who was selected to meet with President Reagan and Mr. Gorbachev said, "What we need is an increased sense of world community." These are signs of the times and they are hopeful ones, suggesting that as educators succeed in providing opportunities for students to know and understand the global village we all share, they will have made possible not only the "greening" of home pastures but also of foreign fields.

GREENING THE GLOBAL VILLAGE

Getting Students to Think About Their World

by Janet Chaniot

Potter Valley High School

and Mendocino College

Mendocino County

A few years ago I began English and geography classes by writing on the board:

Act locally;

think globally.

At the end of the period I asked for a learning log about the opening day's discussion. One student wrote:

Act locally;

think glossary.

There have been times since then that I have stooped to realize how hard it is to help students think about their lives and the connections between their lives and the lives of all the others in the "global village." In examining students' responses to questions about the future in the early 1970's, Alvin Toffler (Learning for Tomorrow, Random House, 1974) noted that teenagers predicted many crises and changes that would significantly alter the environment or governments. Predictions about their personal lives, however, had no relationship to these global visions; the students continued to speculate that they would graduate from high school, get jobs, marry

and have families, and eventually die of old age.

In these students and in the students of the 1980's in my rural village classrooms, the ability to relate everyday events to the glossary of science, social science, literary, news media, and other terms they learn to use in thinking about life on our planet does not seem to be developed. Author Ann Berthoff, speaking at CATE '86 in Oakland, California, said that students, with the help of their teachers when they are in school, must learn to structure their learning and their lives. But research, in addition to Toffler's informal observations and Berthoff's articulate discourse in Thinking, Forming, Writing, tells us over and over that our students do not think globally; they merely add a few specialty terms from our fragmented subject matter to their mental glossaries as they pass from class to class and year to year of their school lives.

Many of us have always tried to teach differently, and we work to change these typical patterns of student learning. We are trying, in English and other subject areas, to teach our students to learn in a global context. Assigning activities that culminate in a Model United Nations is one exciting way to get students to think globally rather than glossary.

We started seven years ago in our small K-12 school district. At that time my friend and co-worker, Marjorie Gericke, sent a note home with her sixth grade students, one of whom was my son. She outlined a project called the World Assembly. Over the next few months students would be making flags and costumes; they would be doing reference work on countries and issues, and I would be asked

to help out (with my newly acquired Writing Project skills) as they learned the writing process for reports, letters and articles for newspapers that I produced with them as a parent volunteer. All of this activity was to result in the World Assembly, a pageant in which students would present their work to friends, families and neighbors.

I told her that she was crazy and that we would both have nervous breakdowns under the stress of trying to harness and discipline all of the energy that bright six graders can generate. We also had to contend with administrators who doubted the worth of the project.

Marge maintained that, as she had written in "Teaching Culturally Shocked Students" (Theory Into Practice, October, 1973):

> In my classroom, the "world concept" is an important part of the currriculum. With this approach, we look at our classroom as the world, and whatever we do in class affects the world. But it is also true that we must make our classroom more like the "real" world. One of the reasons students drop out of school is because they say it isn't relevant. But school doesn't have to be an artificial world which is divorced from life. By setting up a world concept classroom, we deal with the problems of life. Perhaps it would be more appropriate to say that our study is in life, rather than of life, since we are participants instead of observers. (261)

With my friend's incredible energy and a little help from a lot of parents, the first World Assembly and International Banquet was a resounding success. The format called for a formal entrance and exit to "Chariots of Fire," a question-and-answer period to allow students to share information on their countries, and prepared dialogues on several resolutions.

After having been cajoled and led into, and fed for, doing the

pageant, the students took ownership of the project. They wanted to continue it, and they wanted to do more of the thinking involved. They protested being "programmed' with prepared speeches and dialogues.

During the last six years, we have worked to help these and about 120 other students in grades 7-12 develop the skills and structures they need to be able to create their own World Assembly. It has not been easy. Marge and I both teach part-time now at the local community college, but I have continued to work in the high school, developing the program with her guidance. Last year with new administrators in the district, we were given much more support, and this year administrators are as enthusiastic as the students and we are. Students each year feel the anger and agony that comes with learning that what they can achieve personally and with their friends may never make a difference in a world facing the kinds of problems they study and come to care about.

Last year, however, many junior and senior high students expressed satisfaction, and even a sense of triumph, with the program they, the officers (Secretary General, Assistant Secretary General, and Recorder) and I planned. The whole morning was spent in World Assembly activities. There were guests to discuss the three issues all students had voted to study: nuclear weapons, nuclear energy, and terrorism. There was the pageantry of marching solemnly into the gymnasium, carrying flags, and listening to "We Are The World," and there were three lively debates, partly prepared and partly spontaneous, on a resolution for each issue. There was

to have been an international field day during the afternoon, but that had to be cancelled, and students had to be satisfied with international desserts prepared by the Home Economics class.

As evidenced by this successful academic event in global thinking, students are becoming more articulate and skillful at expressing thoughts and feelings. They are learning to conduct debates, dialogues, and other activities leading to the World Assembly. They are also becoming more hopeful as they make contact with other students who are engaged in similar projects at their schools.

Teachers are beginning to see the value of doing the World Assembly. The social science teacher wrote it into his curriculum several years ago, and most teachers who have been willing to meet during their lunch hours find it fairly easy to coordinate activities leading to the program. We are looking for materials to use with science and math classes, and this search networks nicely with the recent concentration on creating a literature-based curriculum and with developing writing-across-the-curriculum assignments.

The original World Assembly sixth graders are now seniors. Our curriculum materials are being published by Columbia University, the World Policy Institute, and United Ministries in Peace Education. Last year, after five years of concentrating on serving our local teaching-students-to-think needs, we joined the United States United Nations Association (UNA-USA) and attended one of the regional Model United Nations conference. This year, having been infected by the

excitement generated by the seven students who went to Berkeley in the spring, thirty-six students have signed up to attend the Model United Nations.

Potter Valley High School's young men and women have not only developed their own thinking skills and the ability to act locally, but they have also contributed to a program that puts our small school in touch with other schools and other students who are thinking globally. We will continue to build on our experience, and we invite others to join us.

THE WORLD ASSEMBLY

A MODEL UNITED NATIONS CURRICULUM

created by Marge Gericke
in collaboration with Janet Chaniot

submitted to the Peace Education
Curriculum Survey

February, 1985

Peace Education Curriculum Survey

Entrant: Janet Chaniot and Marge Gericke
Access Number 91

Institution: Potter Valley Schools
Box 219
Potter Valley, CA 95469

Title or name of unit of curriculum: "World Assembly: a Model United Nations"

Grade level of unit/curriculum: At our school the World Assembly has involved students in grades 5-12.

Department or subject area in which it is taught: Although the World Assembly has been primarily an English/social science project, it is becoming inter-disciplinary.

Concept(s) on which curriculum is based:

A. Global interdependence is a fact of life.
B. Recognition of everyone's basic needs and human rights is necessary for survival on our planet.
C. People must work together at every level (local, state, national, regional, and global) to increase communication skills, understanding, and our ability to use Earth's resources for peaceful living.

Topic(s) covered:

A. Geography (physical, cultural, and economic) of nations selected each year to be represented in the World Assembly
B. Current issues, such as world hunger, desertification, war, nuclear energy, and refugees
C. The United Nations' organization and agencies: evolving processes to achieve peace

Materials and/or media resources used: See attached bibliography.

Instructional methods applied in the unit/curriculum:

A. Deductive: testing concepts by gathering information
B. Inductive: seeing patterns and forming concepts from information
C. Large Group: lectures, reports, note-taking, rehearsal of World Assembly pageant, debates, and dialogues
D. Small Group: map making, flag making, library study of teacher-made study guides on countries and current issues
E. Individual: reading assignments, reports, letter writing, phone calls

Cognitive (skills, knowledge, information) learning objective(s): Using Bloom's "taxonomy of critical thinking,"* we see the learning objectives as follows: literal - learning about countries, regions, and issues; inferential - drawing conclusions and forming resolutions from study materials; application - discussing materials in groups, seeing local implications of global issues, selecting resolutions for debate; analysis - debating the issues and resolutions, synthesis - participating in the World Assembly and sending results to government officials and the United Nations.

Affective (normative, attitudinal, value-oriented) learning objectives: Affective learning centers on the philosophical concepts of ourselves and our classes as microcosms of the larger world and of our ability to influence the direction of history in our community and the world:

A. seeking to understand Maslow's hierarchy of needs"* -- food, water, shelter, clothing, love and respect, self-actualization, and success.
B. discovering through Roger's "magic circle of sharing and caring" that "we can lead or help others if we first know ourselves."
C. learning about Glasser's philosophy of setting limits - how can we lead others if we have no self-discipline.

Number of times unit/curriculum has been taught: The World Assembly pageant has been held four times.

Average size of class: The Assembly involved two classes with 80 students in 1982. In 1983 the number was the same. In 1984 and 1985, the audience of 200 high schools students participated.

Number and length of class periods required: World Assembly preparation and performance requires about 20 forty-five minute class periods.

Problems in teaching the unit or curriculum:

A. Getting the full support of administrators was a problem for us. They were not, until recently, part of a team effort to make the project a success. They did, however, compliment us on the success of the Assembly.
B. Being allowed to spend enough time on the project has been a problem. We see the Assembly as a culminating project in our classes; they see it as taking time away from the regular curriculum.
C. Finding a way to allow students to conduct the Assembly in a more spontaneous manner has been a pleasant challenge. We started by scripting most of the pageant, but students were not satisfied with that. They wanted to be able "to think on their feet."

D. Making clear to participants that they many state their own views, as well as learning to state the views of the country they represent, is also a goal.

WORLD ASSEMBLY CURRICULUM SYNOPSIS

Goals:

Improved self-image in students. (The "I can make a difference attitude.")

Improved communication skills.

Improved knowledge of current political and cultural events.

Improved information gathering and problem solving skills.

Improved ability to synthesize and apply knowledge.

Participants:

5th and 6th graders - perform as pages

7th graders - gather information, draw maps, make flags, and write resolutions

8th graders - study issues, write resolutions, create dialogues

9th - 12th graders - any of the above roles as they integrate into subjects in their course of study

Activities:

Reviewing research skills

Checking available resources

Taking notes

Summarizing

Writing letters to consuls, public officials, pen pals

Designing programs and posters

Preparing information masters, resolutions, and dialogues

Practicing debate skill

Making maps, flags, ethnic music tapes, cartoons, collages, newspapers

Electing Assembly officials

Sampling international foods!

Rehearsing parts of the model U.N. performance

Performing the World Assembly Pageant

Suggested Schedule:

First month -
- -elect officers
- -select countries or regions
- -choose committees (correspondence, set-up, clean-up, music, displays)
- -begin collecting resources
- -prepare study questions and lists of issues

Second month-
- -prepare master sheets and resolutions
- -begin rehearsal in class and with other classes
- -invite guests

Third month-
- -rehearse and perform World Assembly
- -publish materials and results in local news media
- -send material and results to public officials and the United Nations
- -evaluate the program and plan for next year

SUGGESTED MATERIALS

FOR A MODEL UNITED NATIONS

Note: The following materials are ones that we have found useful in creating a World Assembly each year. There are certainly more materials avalable, especially the ones most suited to each local situation and its perspective on global issues.

A. Textbooks from those subject areas involved in the project, such as:

Harper, Robert A., and Stoltman, Joseph P., WORLD GEOGRAPHY, Steck-Vaughn Company, Austin, Texas, 1983.

B. Periodicals

CHRISTIAN SCIENCE MONITOR
NEW YORK TIMES
SAN FRANCISCO CHRONICLE
NATIONAL GEOGRAPHIC
NEWSWEEK
TIME
WORLD PRESS REVIEW
and especially Scholastic publications such as
JUNIOR SCHOLASTIC

C. For Reference

GUIDE TO WORLD LITERATURE (NCTE)
THE WORLD ALMANAC
Ferguson, THE AQUARIAN CONSPIRACY
Mehlinger, et al., GLOBAL STUDIES, National Education Association
Naisbett, MEGATRENDS
Jackson, ed., GLOBAL ISSUES, ANNUAL EDITIONS
and publications of the United Nations

D. Media

"The Gods Must be Crazy"
"Emerald Forest"
"The Grapes of Wrath"
"Places in the Heart"
"U.S.A. for Africa"
Public Broadcasting Programs - Educational Programs

E. Teachers Reference

BAGEP
Center for Teaching International Relations, University of Denver, Denver, Colorado
SPICE - Stanford Program on International and Cross Cultural Education, Stanford University, Palo Alto, California

1984 WORLD ASSEMBLY

APPLICATION TO BE AN OFFICER

Name----------

Grade----------

I would like to be:

----- the Secretary General
(The Secretary General conducts the World Assembly)

----- the Assistant Secretary General
(The Assistant Secretary General is an aide to the Secretary General. He/She greets and welcomes guests and assists the Recorder in counting votes on resolutions.)

----- the Recorder
(The Recorder keeps a log of the proceedings, is chairperson of the correspondence committee, and tallies the votes of the nations on the 1984 resolutions.)

Essay Application (50 words or more - 20 points Extra Credit possible)

Why I would like to be the ----------
in the 1984 World Assembly.

WORLD ASSEMBLY STUDY GUIDE

Directions: Answer all questions in complete sentences. Do three resolutions according to the example. Write your dialogue after you have seen the sample dialogue.

A. Factual Information

1. What is the location of your country?
2. What are the major cities?
3. What is the population?
4. What are the major ecosystems?
5. What is the Gross National Product (GNP)?
6. What is the average annual wage?
7. Name the major landforms: mountains, desserts, etc.
8. Name the major bodies of water.
9. Who are the current leaders?
10. What type of government exists in your country?
11. Name your country's resources.
12. Name the major products of your country.
13. What tourist attractions exist in your country?
14. What makes people proud to live in your country?
15. Which of your citizens (past or present) do people admire? What achievements are they admired for?
16. What are the major problems your country faces?
17. How can your country help another country solve its problems?
18. What would your country expect from that country in exchange?
19. Describe the life style of the "average" citizen of your country.
20. What do you find particularly interesting about your country?

II. Resolutions

Write at least three resolutions on any of the suggested issues, that could be debated in the World Assembly.

Example: Resolved: that the countries in the World Assembly devote 2% of their GNP to solving the problem of hunger in the world.

Issues: pollution, desertification, nuclear arms, war (conventional or nuclear), hunger, health, population, immigration, refugees, peace, use of resources, use of products, use of technology, use of political, social or economic advisers.

III. Dialogue

Write a dialogue among several countries for one of your resolutions.

DIALOGUE - World Peace

Secretary General: We are all aware that, in many parts of our world, people are fighting for causes they believe to be just. However, in each of these places, even small scale, limited warfare threatens peace in the entire world. Several countries would like to speak to this issue.

South Africa: We hate the struggle between Africaaners, Blacks and Asians that have plagued our country. However, the nations of this Assembly should appreciate our efforts to make reforms in our system of apartheid to allow Blacks and Asians to participate in our government or in their own, separate governments in the homelands we are setting up for them.

England: We believe that your reforms are not enough. We will continue to be ashamed of our English ancestors' role in shaping the separation-of-the-races policy. Just look at the reception you gave to the movie of Gandhi's life. And he tried to make changes peacefully.

Ireland: With all due respect to the delegates from England, we would like to remind them of the struggle in Ireland for self-government that is still going on.

England: But our soldiers are defending the innocent from violence and revolutionaries. The Irish Republican Army is killing the children of the countrymen, blowing up buses and buildings, and injuring whoever happens to be in their path.

Ireland: We are making a revolution and fighting because we want our freedom.

England: Most of the Irish don't even know why they are killing. They kill because their fathers killed and their grandfathers killed.

Peru: We have observed the truth of this in the war between yourselves and Argentina over the Falkland Islands. In trying to make peace, we found national pride to be behind much of the fighting. If only coutries would allow people to conduct elections, as we have learned in Peru, to make free choices of who will govern us.

West Germany: Solidarity, under Lech Walesa, agrees with you. Why won't the Polish government or the USSR, if it is the real ruler in Poland, allow the people to choose their own unions?

Poland: The Communist government represents the people of Poland. On may 1st millions of Polish citizens marched in government parades; only 40,000 rallied for Solidarity. What does this tell you?

U.S.A.: Our people believe that the Polish people are afraid to say what they think because you put them in jail if they do.

U.S.S.R.: But the U.S.A. is supporting governments in Central America who are making the people afraid to speak their minds.

England: Yes, don't you know that the generals are keeping the money, and the people are starving?

SAMPLE COMMENTS FOR DIALOGUE ON THE WORLD ASSEMBLY RESOLUTIONS:

The following discussion points are based on news items in Monday's San Francisco Chronicle:

1. England: How can we agree to disarm or reduce our weapons supply when there are terrorists such as the Libyans killing our people?

2. El Salvador: We need the weapons and support of the United States military. We wouldn't want the World Assembly to meddle in our national defense.

3. Italy: On Easter Sunday, Pope John Paul II spoke out against the arms race, poverty, and human rights violations. We must take steps to stop our rush to self-destruction. We can figure out how to do it-- together.

4. China: We welcome a chance to talk with President Reagan of the United States when he visits. Maybe we could work together on a World Assembly agency to reduce arms production. Russia would have to help.

5. U.S.S.R.: Some of our peace groups are working with groups in the United States. And a woman who would like to be vice-president of the United States has suggested that we could get together in "people exchanges" to solve some of our problems.

6. France: We are being forced by Libya to defend our presence in Chad. We cannot let up on our defenses when our rights are being challenge.

7. West Germany: We have witnessed a U.S. helcopter being shot down on our border by a Russian MIG. These two superpowers are not cooperating. What can we do? We still have protests over the United States placing missiles in Europe.

8. Vietnam: We have invited U.S. veterans of the Vietnam War to come and meet with us. We do not succeed in talking to the government. We obviously cannot compete in the arms race, so we will do all we can to build bridges of understanding between nations.

1. U.S.: We have the technology to collect and store information about refugees, countries that would take them, and agricultural programs that would be good for different areas of the world. We could match them up. We must use our technology for peace, and productivity.

2. Mexico: We would like to participate in such an agency. Maybe

we could settle some of our refugee problems. Maybe we could take care of our own better is we improved our agriculture, or perhaps the unemployed could be settled in other countries to farm rather than going to the United States illegally.

3. France: An agriculture network might be able to help us. We are being threatened in our wine industry by competition from Spain, Portugal, and the U.S. We should all have our fair share of the markets. Refugees could work in vineyards in many areas of the world.

4. South Africa: We are handling the refugee problems in our own way through our apartheid policies. We do not want World Assembly nations interfering in our national affairs. Look at the disasters in North African countries. They would not cooperate with any agency; Nigeria would probably continue to throw foreigners out of their country and send them back to their drought-starved lands.

5. Peru: We understand that the drought in Brazil has caused millions of deaths. Something should be done to help people emigrate from starving lands.

FOURTH ANNUAL WORLD ASSEMBLY

MAY 29, 1985

Procession....."It Could Have Been Me" by Holly Near
Holly Near is a singer who was raised in Potter Valley.

Opening.....Michelle Pierce and David Smyth -
Secretary General
Kim Hunter - Assistant Secretary General
Sonia Egan - Recorder

Introduction of the Guests

Resolution #1

That the nations of the World Assembly agree to divest themselves of business interests in South Africa until the policies of apartheid are repealed and all races of people in South Africa can live in freedom with justice.

Resolution #2

That the nations of the World Assembly raise money through special projects, such as U.S.A. for Africa, to provide funding for farmers to go to places where they are needed to teach people to grow food crops and to improve their land.

(Note: During the open discussion, members of the audience are invited to give information and opinions by lining up, three at a time behind the microphone.)

Voting: Music by Flora Purim - Brazil

The Nations Adjourn...."We Are the World" - U.S.A. for Africa
The audience is invited to join in the singing.

Refreshments will be sold following the program. Members of the audience are invited to look at the maps, flags, and notebooks prepared by the junior high students.

MEMBERS OF THE WORLD ASSEMBLY

I AFRICA
Kenya - Chris Rau
South Africa - Paco Juan
Zaire - Dani Byers
Swaziland - Sonia Egan

II NORTH AFRICA/MIDDLE EAST
Ethiopia - Kim Hunter
Egypt - Brooke Dunsing
Saudi Arabia - Leland Horneman
Gerardo Medina

III EUROPE
Ireland - Forrest Leamon
West Germany - Faith Hutto
France - Rhonda McAnally
Italy - Jason Calderone
Sweden - Judy Boardman

IV SOUTH AMERICA
Peru - Mark Falgout
Costa Rica - Manuel Guerra
Nicaragua - Shannon Smith
Brazil - Arlene Pryor

V NORTH AMERICA
Mexico - Amy Woldemar
Canada - Lisa Bartolomei
United States - Michelle Pierce

VI SOUTHEAST ASIA/OCEANIA
Australia - Greg Clark
Vietnam - Jerry Adams
India - Krissy Atkinson
Phillipines - Rhonda Norfolk

VII ASIA

South Korea - Christie Stone
Union of Soviet Socialist Republics -
Cathy Lingenfelter
China - Carrie Delaney
Japan - Kristina Moore

WORLD ASSEMBLY FEEDBACK FORM

NAME_____

Directions: Write sentences.

1. What I did well of the assignments and performance.

(Example: I wrote a good letter to Secretary General Cuellar.)

2. What the class did well of the assignments and performance.

(Example: We worked well in the library.)

3. What I need to learn yet to do World Assembly assignments or performance well.

(Example: I need to learn letter form, or I need to learn to pay attention during the Assembly.)

4. What the class needs to learn to improve on assignments and performance.

(Example: We need to start practicing the pageant earlier, or we need to cooperate with each other better.)

5. What could I do to improve what I do well and learn what I need to learn.

(Example: I need to read and take notes for essay assignments, or I need to stare at the speaker.)

6. What the classes could do to improve what we do well and improve our group skills.

(Example: We can finish our maps.)

7. What I might do that would accomplish the above and also be fun.

(Example: I could go to dinner at a Chinese restaurant.)

8. What the class might do that would accomplish the above and also be fun.

(Example: We could have a phone conference with Secretary General Perez de Cuellar.)

Essay (3 one paragraph questions)

Directions:

Write three well constructed three to five sentence paragraphs. (Remember paragraph structure: topic sentence, support or "proof," and conclusion or transition.)

Paragraph One:

What did you learn from World Assembly assignments and performance about the United States, other countries, or current events? (Remember: write "I learned **that**," **not** "I learned **about**...")

Paragraph two:

How did you feel and act during the activities and performance? (Example: I felt very nervous, getting up in front of the whole school, but after I started to talk I felt excited.)

Paragraph three:

What is your vote on the resolutions and why did you vote the way you did?

Country_____ Circle one for each resolution.

Resolution #1:	Yes	No	Abstain
Resolution #2	Yes	No	Abstain

Appendix A

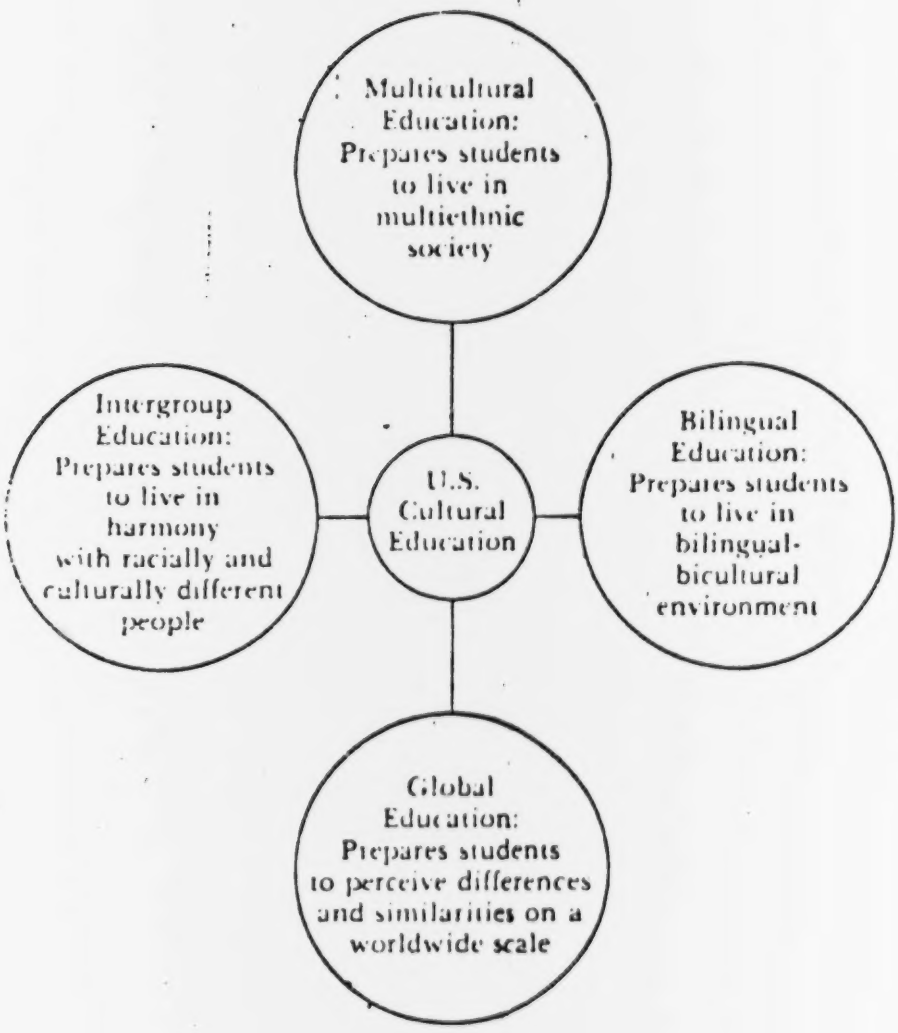
Multicultural Education: Prepares students to live in multiethnic society
Intergroup Education: Prepares students to live in harmony with racially and culturally different people
U.S. Cultural Education
Bilingual Education: Prepares students to live in bilingual-bicultural environment
Global Education: Prepares students to perceive differences and similarities on a worldwide scale

Figure 1. Broad-based goals of cultural education programs

Appendix B

THE SCHOOL OF GLOBAL EDUCATION
LIVONIA PUBLIC SCHOOLS
LIVONIA, MICHIGAN

by

Jonathan Swift

"We are all citizens of one world, we are all of one blood. To hate man because he takes a different view on this subject or that, is great folly. Desist, I implore you, for we are all equally human... Let us have but one end in view, the welfare of humanity."
- John Amos Comenius (1592-1670)

Humans have been talking for generations about their common needs, their common concerns, their common aspirations. It is only in these last few years of the millennium, however, that the desperate need for a global human inter-dependence has been so transparent. We are a long, long way from this coming together. Technology has progressed light years, education has maintained an amazing stasis. Our youth, in fact, may be no differently prepared for their lives in the future than were the youth of thirty-five years ago. The Livonia Public Schools' School of Global Education is based on the premises that the globe is a human environment and that there is an increased interdependence among the world's inhabitants. By virtue of the impact of instantaneous communication systems, rapid and less expensive worldwide travel, the presence and complexity of an international monetary system, the growth of multinational corporations, the international ramifications on the ecological balance of decisions made by single nations, military weaponry and the recognition of the limited amounts of natural resources, the world is becoming ever smaller and more integrated. Despite this, very little is now being done in the United States to educate citizens to cope with significant global issues. In 1977, the major opportunity for students in the senior high schools in the Livonia Public Schools to acquire a minimal sense of world identity was through the world history course. Less than 10 percent of the potential tenth grade population of 2,900 students elected this course, thus severely limiting the number of pupils exposed to even a modicum of global education in our senior high schools.

The School of Global Education began in the Livonia Public Schools in September, 1978, as a subschool of Stevenson High School when seventy students from grades 10-12 elected to participate. The curriculum was then written so that certain academic strands would be integrated in the curriculum within a global framework.

CURRICULUM

Thanks to Title IV C funding from the Michigan State Department of Education, from 1977 to 1980, a year-long syllabus of instruction was developed each year for several academic disciplines until the collection included three years each of English, social studies, science, mathematics and Spanish. Many changes occurred in later years.

ENGLISH AND SOCIAL STUDIES

These studies have followed and continue to follow a loose chronological approach ranging from the earliest humans on the globe through their ascendancy and nationalism to speculation on their future. The sequence includes world history and development first, then American studies in literature and history, then a combined study of America and the technological, ethical, economic and political world facing the 21st century. Students are introduced to literary forms as they occur in the time span. Recent forms such as the short story and the novel appear in concentration later in the curriculum. At all times, there is emphasis on the basic conventions of Standard English in oral and written composition. Such areas as music, the fine arts, and architecture are incorporated into the developmental structure of the curriculum content.

MATHEMATICS

The mathematics program in the early three-year curriculum consisted of instruction in the traditional areas--algebra, geometry, trigonometry, and precalculus mathematics.. Computer math was also a part of this program since the language of the computer is now universal. Several enrichment topics such as the history of mathematics, the contributions of significant mathematicians as they affect society, mathematics in architecture and the arts, and the interpretation of statistics were included or integrated with other studies or within the mathematics program. A learning lab was projected, not only for students in need of special assistance or tutoring in the basic skills but for the highly motivated student who works well individually or in small groups. Students can now follow all these courses and more in the regular Stevenson High School curriculum.

SCIENCE

As with the other disciplines, science was chronologically integrated with the rest of the program. Emphasis was on sciences and technology and their impact on the nation and the world. A full range of offerings was planned but did not occur because of the loss of faculty prepared to teach these courses.

SPANISH

The emphasis here was clearly on speaking and understanding the language as well as increasing the students' understanding of the cultures and national priorities of Hispanic countries. For the first time in the fourteen year history of Stevenson High School, some of these students took and passed the National Advanced Placement test in Spanish. In addition, for all three sequences, the possibility of credit for community activities related to foreign language usage on an individual basis was explored by students, teachers, and community members.

Students in the School of Global Education can also choose other courses in Stevenson High School as electives to fill a six-hour day. In this manner, they can keep in contact with friends in the other parts of the school. They are encouraged to continue, when possible, the development of skills and talents already identified and to explore new opportunities. Many of these students are in the fine arts, vocational and business courses as well as band, orchestra or chorus. Many more are actively involved in the rich extra-curricular programs of Stevenson High School.

The foregoing is a description of what was developed and implemented. Over the initial three-year period, English, social studies and Spanish continued, science was dropped at the end of two years due to lack of student interest and staff availability, mathematics proved to be impossibly difficult due to the small number of students and the large number of necessary offerings. The result is that only English, social studies and Spanish appeared in the printed syllabi of instruction for the three-year Global Education curriculum by 1982. We continue, in 1985, to encourage all Global Education students to study French, Spanish or German. In 1984, we had a 70% registration in these classes.

RESOURCES: Persons and Materials

Many individuals were of assistance in preparing and implementing the curriculum. Chief among these were staff members from the Global Studies Center and the African Studies Center at Michigan State University who worked with the staff of the School of Global Education in preparing and in presenting materials on Africa and in building test instruments. The development of this high school program depended on other individual faculty members from Michigan State University, Wayne State University and the University of Michigan as well as consultants from the Wayne County Intermediate School District and the Livonia Public Schools Curriculum Department. In addition, members of the Global Education Faculty Advisory Committee at Stevenson High School made a series of visitations in 1977-8 to a number of alternative schools in the Midwest to seek innovations and advice from those who had already developed schools-within-schools.

Over the years, materials for the program have been selected according to specific objectives and criteria suitable for the School of Global Education. Those necessary for teacher and student use were at first selected and purchased from the funds of the Title IV C grant each year until 1980. At that time, the Livonia Public Schools began to pay a proportionate student population sum for texts and supplementary materials. There has been no shortage of funds necessary to purchase materials.

TESTING

One of the first objectives in the development of the project was the writing of a test known as the Global Understanding Test (G.U.T.). This was a cognitive global information test which had two parts - one for Sequence I (1st year) and one for Sequence II (2nd year). Both of these were test-run, rewritten and administered. The students predictably did well. The consultants on this test were

from Michigan State University's Department of Curriculum. The difficulty which persisted in this test was that it was primarily factual. It did not test higher order skills nor did it assess affective responses. This posed a continual problem because of the emphasis put on psychometric testing by the Michigan State Department of Education. The problem, according to the School of Global Education Director and team members, was that they were not at the time sufficiently creative about evaluation beyond the pencil and paper test and they got minimal help from the Michigan Department of Education. It should be added, however, that in the operation of the school the Department of Education personnel were both supportive and flexible.

ACTIVITIES

Early in the development of the program, as a result of other school observations made by Faculty Advisory Committee members and subsequent discussions, it was agreed that the curriculum of the School of Global Education would include student participation, activities and simulations in and out of school and guest speakers. Accordingly, plans were made at the beginning of the 1978-79 school year to establish student committees for various tasks, to tap parent and community expertise and to explore the possibility of financial help to get the students out into the community. This required considerable support from many members of the Livonia community including the Global Education parents.

PARENT INVOLVEMENT

In November, 1978, pursuant to the objectives of the original Livonia Global Education proposal, a Global Education Community Association was formed. According to the records of the Association, the goal was "to support students and faculty in the pursuit of their goals in Global Education". The specific objectives at which they arrived after several meetings were:

1. To function in an advisory capacity to the Global Education Staff, on request;
2. To develop additional educational opportunities for Global students;
3. To promote interpersonal relationships between parents, teachers and students;
4. To promote community awareness of the Global Education program;
5. To encourage the continuation and expansion of the Global Education program.

This committee has been particularly active and has grown from 5-10 regular members in 1978 to over 60 in 1984. Among their accomplishments have been:

1. A mayoral proclamation of "Livonia Global Awareness Day";
2. "Global Awareness Day" activities;
3. Raising funds so that the students can go on field trips in the Michigan area;

4. Speaking with the Livonia Public Schools Central Administration on behalf of the School of Global Education, its program and continuance;
5. Finding and making arrangements for speakers;
6. Operating a "phone squad' for overnight parent communication;
7. Publicizing the School and Global Education in the public media;
8. Supporting verbally and with social evenings the cause of the Livonia project for continued State funding;
9. Finding vehicles and drivers for field trips;
10. A European field trip for students and parents;
11. Purchasing important equipment for the use of students.

From time to time, many of these parents attend classes or presentations by guest speakers. Teachers meet with parents often to keep them informed of both student progress and curricular activities.

PROJECTS

There have been many outcomes of the program. As stated earlier, there was a considerable attempt to get students out into the community in their ethnic experiences and in their simulations. Two exemplary simulations involved the global problems of refugees and of hunger. Each of these required preliminary study on the topic by each student and some academic performance such as reporting orally or in writing. In addition, all students left the school to go out into the community for a half-day experience - one of those in downtown Detroit. The simulations used many adult community members, another Livonia high school, a local church and had wide television coverage.

Additional field trips have been planned each year so that all students can have access to at least one free field trip. The other trips range from minimal cost to great expense depending on the distance travelled and the time spent away from home. From 1979 to 1984 there were 33 field trips offered, ranging from local visits to the Detroit Institute of Arts or the Eastern Market in downtown Detroit to London, Ontario, Washington D.C., Mexico and Europe. This accomplishment should be considered in the light of constantly reduced local school support for any curricular field trips. In 1984, the first European trip took place. Forty five students and parents went to London and Paris. Some 35-40 are expected to visit Italy in 1985. To bring the world into the classroom, the Director's records show a total of 45 guest speakers in a six year period (1978-1984). (This does not include guests from eleven countries.) Those speakers ranged from best-selling authors to Bishops to a Muslim imam, Olympic figure skaters and a delicatessen cook-all of diverse racial and ethnic origins.

SURVEYS

Trying to determine the attitudes of students in the Global Education Program, the Director, with the cooperation of team teachers and students, wrote a series of surveys. One of these dealt with the students' participation in a simulation called the Great Lakes Model United Nations (GLIMUN). Each year, students from the School of Global Education go to another city for five days where, with several hundred high school and college students from the Midwest, they role-play various United Nations delegations.

A perceived difficulty with this simulation as, indeed, it is with the general area of Global Education, is the close association with social studies. Other disciplines feel that there is a weaker connection. This is simply not true. No disciplines can contribute more to a Global Education than the English language arts and foreign languages. In these classrooms, students learn and reinforce their skills in reading, research, interpretation, writing, listening, speaking and discussing. They see, reflected in literatures of the world, the needs and aspirations of other humans less fortunate than themselves and they relive these experiences vicariously. Third world countries are given life through literature and role-playing. It is here that our young people learn about communication and confrontation.

To collect some data regarding both the use of language arts and the feelings and reaction of the students participating in the model U.N. simulation. A survey was given to these students. What follows is the result of that survey. This group was composed of 40 students ranging from the 9th to the 12th grade. (Group A=31 - 1st timers, Group B=9 - 2nd or 3rd timers.)

1. During GLIMUN
   - 74% of Group A felt it was easier to understand than anticipated as contrasted with 11% in Group B 55% of whom found it just as they had expected.
   - About 83% felt good about being 5 days in a hotel for the first time; 55% felt a new independence.
   - On their delegations - 87% of Group A felt the delegations should work as a team, 100% of Group B.
   - 90% said they'd "do it again"
2. After GLIMUN
   - 88% were happy about the experience.
   - 63% had a feeling of accomplishment.
   - 68% felt more knowledgeable about other countries.
   - 50% felt better about working with others.
   - 52% were more willing to tackle new experiences.

- 65% felt they were more likely to influence their world.

3. On the use of language arts in this simulation:
   - 96% wrote letters to embassies and other sources.
   - 95% took notes on their own from reading and lectures.
   - To be satisfied with important writing which they did (letters, resolutions etc.), 18% rewrote <u>once</u>, 18% <u>twice</u>, 20% <u>more</u> - that is, 56% <u>voluntarily</u> rewrote their work.
   - 78% felt the lessons in parliamentary procedure were helpful.
   - The best kinds of learnings for them were:
     A. 68%-group work
     B. 65% individual research
     C. 43%-listening to teacher lecture or advice (higher % with older students).
   - about 55% of Group B and 13% of Group A said they did more than 16 hours of research using (80%) the local public library and (65%) the school library: Most of their information came from magazines (83%). Of this material, 48% of Group A and 55% of Group B found it comfortable to read, 19% of Group A and 22% of Group B found it hard to read. More of Group A (42%) found the material interesting than of group B (11%).
   - 30% of the students spoke publicly at general sessions more than 3 times, 35% at least once.
   - 68% had more than 3 discussions with strangers about UN business more than 3 times.
   - To accomplish their tasks, they agreed that they had to use their skills in persuasion (43%), diplomacy/tact (45%), bargaining (35%), compromise (73%) and even threatening (10%).

In summary, students did use reading, writing, listening and talking with practical purpose, with various intended audiences and with responses from these audiences. A large majority of them were happy about the experience itself and about the effect it had on their self-perception and confidence. They believed that they had acquired knowledge and skills relative both to global issues and countries and to human relationships in face-to-face meetings. They became more aware of and indicated an appreciation of the dynamics of groupwork and personal interrelationships. A large majority said they would be willing to repeat their GLIMUN experience. What is curious, perhaps, is that there were no remarkable differences between the younger beginners and the older, more experienced students. The older students tended to rely more on teacher input. While the younger students had a little more difficulty reading the material, they considered it more interesting than the older students. Proof of success from the student point of view is that, in 1984, 90 students of the School of Global Education (with an enrollment of 160) elected to participate in GLIMUN.

STUDENT RESPONSES

At the end of each year, students and teachers discuss what they have accomplished in the course of the year. "Why is Global Education important?" is the main question. If we cannot answer this, then we have wasted time and effort. Some of the student replies reveal their reactions:

Lisa

"Global is important because it gives the students a "pre-course" in what's going on around the world without the chance of "cultural shock" when we enter the world in the future. G.E. gives us facts and realizations that give us the opportunity to change the world for the better."

John

"It teaches you to look at things in a worldly perspective and not just in a biased American way."

Jim

"Global Ed is important because the world has many people who don't care about what happens and we need people who do care and this is a good way to learn more."

Lisa

"Global Ed is important because you learn more about the world - you learn things most highschool kids our age don't ordinarily know."

Bill

"It is important because it helps you accept and understand these cultures, which will be helpful in the future."

Ken

"It is important so that we are not sheltered from view and cultures of the world."

Cindy

"Global Ed is important because it gives us the knowledge we need to get along in the world with its many complications. We learn how to deal with people from different backgrounds and understand their point of view."

All of the students in the program have to choose a total of six "ethnic events" in the course of the year. An "ethnic event" for them is described by their teachers as any occasion which brings them into contact for a period of time with people of ethnic groups - other than their own. These events can be - but are not limited to - interviews, home visits, restaurants, festivals, folk celebrations, religious activities etc. While it is to be noted that every student is required to participate in such an event and then write a paragraph reaction to it, the students have complete freedom to choose the event and to write whatever they want to say. Their reactions often reveal changes of attitude as well as long standing prejudices. This information helps in subsequent class discussion.

Chris

"My experience dealt with going to Ann Arbor with John and his father. His uncle worked for a band named Blackfoot. All the members are true Blackfoot Indians from a reservation in Florida. We talked about where they originated and some of their ancestors. Two members wore all the Indian jewelry. The other two braided their hair and dressed the true Indian part."

Bill

"We went to the Eastern Market which is a large open air market where you can buy some fantastic food, anything from oranges to freshly slaughtered piglets. There was no single ethnic group here, there were blacks, whites, Arabs, Greeks, and many other races and nationalities. What separated me from them was that I was from a middle class family whereas they were mostly poor. I really felt like I stood out. I felt uncomfortable. I suppose blacks and Asians feel that way here (in Livonia)."

John

"My first ethnic experience was a visit to the Spanish part of Detroit. The signs were all written in English and Spanish including the army recruiting office. I also stopped in many of the stores which had Spanish art and clothing. What really amazed me was that the army printed literature in two languages. America really is pluralistic."

Tom

"On Oct. 3, 1981, my confirmation class, myself included, took a trip to a Jewish Sabbath Service at the Temple Bethel in Birmingham, Michigan. The inside of the Temple was huge. The ceiling was about 150 feet and the length of the Temple was much longer than that. It was quiet, airy and very comfortable. The service was 45 minutes long and at times was quite interesting. It was a change of pace and I enjoyed it overall. It showed me how another ethnic group practices their religion. It gave me a better understanding of the Jewish people and their beliefs."

Rick

"I met a friend who's from Iraq. He invited me over to his house for dinner one night at 9 p.m. But we did not eat until ten o'clock, that's the Iraqi customary dinner time. Their customs are a little different from American customs. They drink wine with dinner, and each person takes a turn to give the dinner prayer, and no one is allowed to talk until the prayer is finished. The dinner was pretty good, but the food was very spicy. I had what looked like potato chips with some kind of hot sauce, rice, brok (which is made out of flour, meat, and vegetables) and dalmh (which is made out of grapes, vegetables, flour, and meat)."

Some students put more into their papers than others. This one seemed worthwhile reading in its entirety. Chuck, the writer, seemed to use a particular outline which he had probably drawn from his schoolwork:

A TALK WITH NOBBIE

For my third ethnic experience, I interviewed an 18-year old Japanese foreign exchange student, Nobusaki Inamura, who is now living with our next door neighbors for three months. Since his real name is difficult to say, Nobusaki has been called Nobbie as a nickname. I decided I would interview Nobbie on the culture in Japan such as music, art and literature. We started off with music, and I learned that music is about as popular in Japan as it is in the United States. Japan has most of the same categories as the United States, such as rock, country, etc. Nobbie said that pop was by far the most popular type of music in Japan.

"Next we talked about art. Although Nobbie isn't very familiar with art in Japan, he said that the Japanese liked drawing, painting and making pottery and sculptures. He noted that the Japanese were colorful and preferred light colors. Nobbie said that there were many art museums in Japan, but mostly the older people enjoyed art rather than the teen-agers.

"We continued with literature such a poems, plays, short stories, etc. He said that among the younger generation, mysteries were very popular.

"When talking about food and eating habits, Nobbie told me that the Japanese have three main courses a day and sometimes snacks in between just as we do. In Japan, the female always cooks at home and a male is always the chef at restaurants. The Japanese have rice with every meal including breakfast. Some of the unusual foods

are raw fish, seaweed and squid. On the subject of religion, he said that Buddhism is the most widespread although other religions were present. He is a Buddhist, but isn't very active. His grandparents are practicing Buddhists.

"Through talking with Nobbie, I learned that although there are many differences, the younger Japanese have much the same interests as we Americans.

"Not all the students' experiences are happy. For various reasons, which they often explore in the classroom, some are unhappy about the event. We often discuss the reactions.

Danielle

"My first cultural experience was by far not my most exciting. This experience was a trip to a Jewish Synagogue. I had this experience in late September. On this trip I was accompanied by my mother and her friend. I found the experiences most uncomfortable. When we first entered the Synagogue there was a man reciting something in Jewish. The entire thing continued in this matter. I would not like to return to the Synagogue again.

"My second experience was the most enjoyable of the the three. This experience took place on November nineteenth. This experience was cultural in the effect that the woman that spent the day at our house was from Africa. I met this woman through a biblestudy to which my mother belongs. I enjoyed this experience the best because I was able to find out about the mission in Africa, and because I made a new friend."

During the year 1978-79, some of the students, took part in additional experiences. Of the 72 students, 5 worked in a specially arranged community service program in the Detroit Spanish barrio, 10 participated in COSMOS (a YMCA sponsored week-end for international students), 12 went to New York to spend a week-end in the Spanish section of the city. While many of the students the following years have wanted to take part in Detroit community service programs, it is no longer possible because of transportation difficulties. Nevertheless, like many high schools of international studies, the Livonia School of Global Education finds many ways to foster a global perspective in its students. The perspective includes but is not limited to:

1. An awareness of the interdependence and interconnectedness of the world's systems
2. Awareness of priority global issues
3. Awareness of the pluralistic nature of the world's societies

There are special characteristics which stand out in the School of Global Education:

1. A team approach to teaching
2. A strong community support
3. A warm relationship among teachers, among students and among teachers and students

4. A commitment to experiential learning.
5. A program for student volunteers of far-ranging abilities and talents

The total curriculum of the School has changed in the last 6 years, as has the student body. We now have grades 9-12 and offer 4 years of Global Education. (See attached chart).

The commitment of teachers, administrators and parents to the philosophy and program has grown over the years. It is, in all probability, the proliferation of such "grass roots" commitments which will lead to national commitments and ultimate change.

GLOBAL EDUCATION

GLOBAL EDUCATION can and has been described in many ways. While no one definition can be considered "dogma," it is certainly true, however, that there are several prevalent goals agreed on by the majority of practitioners. These would attempt to increase student:

1. Awareness of interdependence of global systems (economics, technology, culture etc.) and the connections with the lives of individuals.
2. Awareness of human similarities (needs, values, aspirations) with a recognition and tolerance for individual differences.
3. Facility to respond analytically to information and to resolve conflicts in a changing society.
4. Ability to enjoy the fruits of art, science and technology locally and globally.
5. Facility to comprehend and react constructively to local, national, and international events.

To aid in a consideration of global education, we offer the words used to define our own curriculum.

Global Education at Stevenson High School means a curriculum which will involve students in cultural, technological, ecological, and economic issues which affect everyone: It promotes an understanding of the values and priorities of the many cultures of the world as well as the basic concepts and principles related to world communities.

1. Tolerances and respect for others' view, faith, culture and customs
2. Readiness to seek and to manage a peaceful solution of differences
3. Willingness to re-assess one's view open-mindedness
4. Active readiness to learn about other peoples and cultures.
5. Willingness to recognize humankind's unity in diversity among both achievements and problems.
6. Interest in and willingness to analyze global issues
7. Readiness to be altrusistic, sociable, compassionate
8. Awareness that most of the above must begin "close to home"

PRIORITIZED GOALS OF GLOBAL EDUCATION

1. To increase students' awareness of the nature and development of world literature, languages, and the arts and their inter-relationship with national behavior (s);
2. To make students aware of community, national and international economic relationships and problems;
3. To make students aware of the processes of decision and judgment making based on the evaluation of data;
4. To foster self-awareness of scientific and technological achievements and their relation to society;
5. To increase student awareness of scientific and technological achievements and their relation to society;
6. To make students aware of the relationship between people and natural resources;
7. To increase their understanding of the development of the Earth;
8. To enable students to perceive the relationship between United States' goals and goals of other nations;
9. To increase students' geographical understanding;
10. To increase their understanding of human history;
11. To make students aware of the nature of national and international law and the use of law in resolving conflict.

PRIORITIZED GOALS OF THE ALTERNATIVE

This alternative at Stevenson High School will provide within a large high school structure a small community of students and teachers which will:

1. Provide greater opportunity for individual learning and development of independence in study by allowing a greater flexibility in method and choice of area of study;
2. Allow an interdisciplinary curricular focus on international understandings;
3. Allow increased flexibility in scheduling students' and teachers' time and increased mobility in utilizing community resources;
4. Foster closer interpersonal relationships among students, parents, and teacher;
5. Provide an opportunity for students of differing ethnic and academic backgrounds and aptitudes to share common learnings.

References

Barnett, Richard J. and Ronald E. Miller. Global Reach: The Power of the Multinational Corporations. New York: Simon and Schuster, 1974.

Berman, Louise M. and Alice Miel. Educating for World Cooperation. (Pamphlet with no other publication information)

Chaniot, Janet. "Greening the Global Village." California English 24.3 (May-June 1988): 10-11.

Chaniot, Janet and Marjorie Gericke. "Simulating a System: The United Nations." Educating for Global Responsibility. New York: Teachers College Press (1987): 98-103.

Garcia, Ricardo L. Educating for Cultural Pluralism: Global Roots Stew. Bloomington: Phi Delta Kappa Educational Foundation, 1981.

Groat, Janet. "Teaching peace and the world." Sunday Examiner and Chronicle 11 October 1987: A1.

Grossman, David L. "Towards School and Curriculum Change in Global Education: A Typology of In-Service Programs." California Journal of Teacher Education 10.1 (1983): 11-20.

Mehlinger, Howard D. et al. Global Studies for American Schools. Washington, D.C.: National Education Association, 1979.

"Nobel winner: Productivity key to wealth." The Press Democrat 7 December 1987: A7.

Ramsey, Patricia G. Teaching and Learning in a Diverse World. New

York: Teachers College Press, Columbia University, 1987.

Report of the Study Commission on Global Education; THE UNITED STATES PREPARES FOR ITS FUTURE: GLOBAL PERSPECTIVES IN EDUCATION. New York: Global Perspectives in Education, Inc., 1987.

Torney-Purta, Judith. "The Global Awareness Survey: Implications for Teacher Education." Theory Into Practice 21.3 (1982): 200-205.

Tucker, Jan L. "Teacher Attitudes Toward Global Education: A Report from Dade County." Educational Research Quarterly 8.1 (1983): 65-77.

Williams, Robert L. Cross-Cultural Education. Washington, D.C.: National Education Association, 1977.